School Readiness Board Meeting

Wednesday, September 6, 2023
1:00 pm - 3:00 pm

Agenda

- **Welcome**
- **Approval of 5/24/2022 meeting minutes**
- **Board Update**
- **Overview of School Readiness Board Admin Rules and Robert's Rules of Order**
- **SY 2022-2023 Pay for Success Update**
  - SRB Vote to approve recommended payout
- **SY 2023-2024 Update**
- **SB 003, New Application Process**
  - SRB vote to approve suggested application process
- **Grant Limit for Becoming High Quality Grantees**
  - SRB potential vote to eliminate or restructure grant limits
- **SY 2022-2023 End of Year Grant Reports**
- **Other Business**

Approval of Last Meeting Minutes

5/24/2023

- Open Board and SR Team Discussion
- Motion
- Discussion
- Public Comment
- Vote

Board Update

- Linda Chadburn - nominated by state superintendent, person with expertise in early childhood education

Majority of seats expire June 30, 2024. DWS Staff will begin reach out to confirm continuation or replacements.

Overview of SR Board Guides
Elliot Lawrence - DWS Legal

- School Readiness Board Admin Rules
- Robert's Rules of Order
- Conflict of Interest

School Readiness Board Admin Rules

Utah Code, Title 35A, Chapter 15
Utah Administrative Code R995-100, "School Readiness Board"

Parliamentary Procedure

Purpose

- Orderly conduct of meetings and discussion of business
- Allow participation by all members and guests
- Respect all opinions and viewpoints
- Promote fairness, inclusion, and equity
- Encourage thorough discussion of matters

Parliamentary Procedure

Not Used To

- Frustrate discussion
- Discourage participation by all members and guests
- Prolong conduct of business
- Entangle group's business in "red tape"
- Delay needed action

Parliamentary Procedure

General Principles

- All members have equal right to participate
- In most situations, majority decides questions
- Consider one matter at a time
- Clearly understand what is being acted on
- Simplest approach is usually the best

Parliamentary Procedure

AGENDA

- Required by Open and Public Meetings Act
- Published prior to meeting
- May only take action on items published in agenda
- Agenda items described with reasonable specificity
- Allows members and the public to prepare for meeting
- Helps expedite discussion
- Members may request that agenda be followed

Parliamentary Procedure

Proposing Motions

- Recognized by Chair
- State motion "I move to . . ."
- Motion should clearly state what is being proposed
- Another member seconds motion
- Motion is debated and voted upon

Parliamentary Procedure

Amendments and Disposition

- Majority vote decides
- Motion may be amended ("I move to amend . . .")
- Motion may be tabled, postponed, referred, etc.
- Motion could be withdrawn, and new language proposed

Parliamentary Procedure
Voting and Disposition

- Majority vote decides, votes taken by roll call
- A tie vote defeats a motion
- Chair may vote if a member, otherwise only to break a tie
- Once decided, the matter is settled
- Other disposition actions:
  Table (to next meeting)
  Refer to a committee
  Postpone to a definite date
  Postpone indefinitely (effectively defeats motion)

Conflict of Interest Review

DWS Legal - Elliot Lawrence

- What is considered a "Conflict of Interest"?
- Conflict of Interest Forms
- Conflict of Interest Policy

Conflict of Interest

A direct personal or financial interest with persons or businesses regulated by or directly affected by decisions of the Board, or with persons or organizations which may present requests to the Board.

Personal and business interests of a spouse, family members or friends

Employment or Membership

Ownership or investment interest

Indebtedness

Conflict of Interest

Substantial Conflict of Interest

No public officer can have a <u>substantial</u> conflict between
private interests and public duties

Cannot participate in a <u>transaction</u> involving an entity if the member is an
owner or employee without disclosure of the conflict

May participate in decisions on generally applicable rules or policies

Conflict of Interest

Substantial Conflict of Interest

Action directly benefiting a personal or business interest, if
distinguishable from the effect on the public generally

Conflict of Interest

Disclosure of Potential Conflicts

- When joining a board

- Acquisition of interest

- Change in relationship (employment, etc.)

Disclosure made to Department

SY 2022-2023 Pay for Success Update
Mark Innocenti (USU) and Joe Edman (DWS)

Pay for Success Longitudinal Report 2023

Mark S. Innocenti, Ph.D.
Institute for Disability Research, Policy & Practice
Utah State University

Presented to:
School Readiness Board
September 6, 2023

Pay for Success 2023 -Background

- Pay for Success was the implementation of a social impact bond (SIB) to allow preschool programs to offer "program slots" to children
  - Focus on low-income families that had other negative life events
  - All students were "at-risk" for school success based on the criteria
- The SIB is based on an indicator that had an associated cost
  - Special education placement avoidance was the indicator
- A "high-risk" sample of the larger group (approximately 20%) was identified
  - SIB investors are paid from the "high-risk" sample on their investment based on the indicator: special education placement avoidance
    - Not being in special education "saves" money for school district/state
- The SIB was based on the premise that all children in the high-risk group would need special education
  - At some point during the first 7 years in school
- This is not traditional education evaluation!
  - The indicator for identification of high risk was only used at preschool entry
  - The SIB success indicator, special education placement, was based on a contract with lenders
  - Progress during preschool, factors correlated with outcomes, and other evaluative questions were not a consideration

Pay for Success 2023 -Purpose

- Children receiving preschool services identified as being at risk for school success were the sample (e.g., free & reduced lunch, risk indicators)
  - This sample is the **Risk Group**
  - All children were administered a test of language development, the *Peabody Picture Vocabulary Test (PPVT)*
- Approximately 20% of the *preschool sample were identified* at *pretest* as scoring at or below 70 on the *PPVT*
  - This subsample is the *High-Risk Group*
- PPVT is a norm-referenced measure of receptive language skills with strong predictive validity with school success
  - Mean = 100; standard deviation = 15
  - Only 3% of the population score at or below a score of 70
- Follow the children through 6th grade
  - Examine later special education service usage
  - Cohorts 1, 2 and 3 are completed
  - Cohorts 4 and 5 are active
- Assumption: Preschool participation for the high-risk group will reduce later special education placement
- SIB Indicator: Avoidance of special education placement by the *High-Risk Group*
- History: 5 cohorts of students received preschool services
  - Cohort 1 was established and funded by the United Way of Utah
  - Cohorts 2 to 5 are funded by the State of Utah

Pay for Success 2023– *Active Cohorts for* 2022/23 Academic Year*

		Cohort 3	Cohort 4	Cohort 5
	Grade2022/23	6th	5th	4th
	# in Cohort	496	665	641
	Unable to find	71 (21**)	87 (21)	69 (27)
	Total found	425	578	572
Risk	# Risk group	327	470	465
	# Risk group in special ed	34	72	67
	% Risk in special ed	10.4%	15.3%	14.4%
High-Risk	# High-Risk group	98	108	107
	# High-Risk group in special ed	16	23	25
	# Payout group (not in special ed)	82	85	82
	% High-Risk in special education	16.3%	21.3%	23.4%

* Tables for all cohorts, all years are in Appendix 1.
**Indicates missing from high-risk group

Figure 1. Percent of High-Risk Group (PPVT ≤ 70) Receiving Special Education (22/23)

Cohort 1 • Cohort 2 • Cohort 3 • Cohort 4 • Cohort 5 • Mean
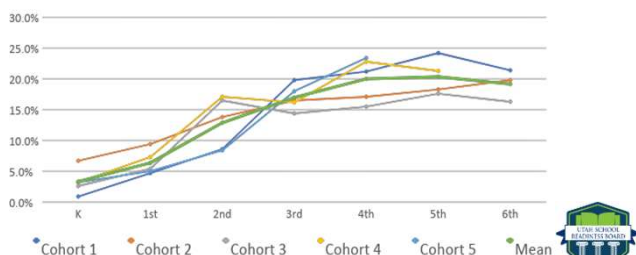
Figure 2. Percent of Risk Group (PPVT > 70) Receiving Special Education (22/23)
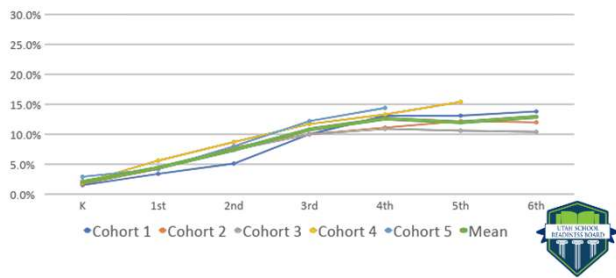
Percent of High-Risk Group and Risk Group Compared with Utah Special Education Placement

- Figure 3 presents mean special education placement for the high-risk group, risk group, and for the low-income students in the State of Utah
- Special education placement percentages for grades K to 6 across an 8-year period (2015-2022) were obtained from UBOE and a mean per grade calculated

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Figure 3. Mean Special Education Placement High Risk Group, Risk Group, and Utah By Academic Year (22/23)
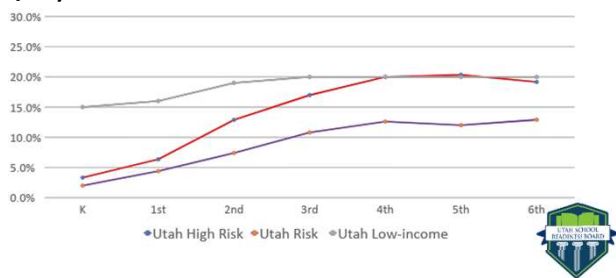
Percent of High-Risk Group and Risk Group Compared with Utah Special Education Placement

- As expected, more of the high-risk group than the risk-group were in special education across all project years
- Figure 3 indicates Utah low-income group special education placement was higher than placement for the Utah risk group for all grades
- Figure 3 suggest that the PFS program led to fewer Utah high-risk group children receiving special education placement in K to 2 compared to the Utah low-income group, but that this difference was temporary
- Caution is needed in interpreting these findings
  - The data from children in the Utah group includes PFS project children
  - Other factors may differ, although special education placement was similar by grade across years
- These data suggest the PFS project was efficient in reducing special education placement

PFS Supporting research

- McIntyre et al. (2016) examined whether a language screener, the Fluharty Preschool Speech and Language Screening Test, predicted special education placement (*Pediatrics, 2016*).
- Subjects were receiving a nutritional supplement program and had an identified risk at study entry; from two east coast states
- Fluharty (a measure of language skills) was administered at 3 and 5 years of age
- Subjects were placed into two groups.
  - A group with language measure standard scores above 70
  - A high-risk group with language measure standard score <70
- Special education placement was examined at ages 7.5, 8.5, and 9.5
- McIntyre et al. found that children whose Fluharty standard scores were <70 at age 3 years had a 74% chance of having a special education placement in grades 2 to 4
  - Children who scored in in the normal range had a 34% chance of having a special education placement in grades 2 to 4

PFS Supporting research

- Figure 4 contrasts the McIntyre et al. high-risk group findings with the Utah high-risk group
  - This compares the lowest performing children, those with a standard score <70 in both groups
- Figure 4 highlights the large difference in special education placement rates
  - Using the special education placement rate at grade 4 of 19% for the Utah High-Risk group, there is a 55% difference between the groups
- Caution must be used in comparing these two samples
  - Both measures examine language development but differ in test items
  - The McIntyre et al. "risk" children have higher special education placement than we find in Utah
  - The groups are potentially different on other demographic characteristics
- Regardless, the findings support the methodology of the PFS project

Figure 4. Mean Special Education Placement Utah High Risk Group and McIntyre Study High Risk Sample
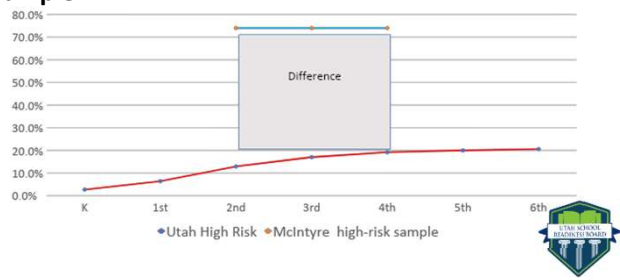
Summary

- The percent of students identified for special education increases over time
  - Special education usage began to increase at grade 2 but stabilized at grade 4
- Students in the Utah high-risk group have, as anticipated, higher rates of special education placement than the Utah risk group
  - Lower special education placement than Utah low-income students in grades k to 2, but similar for grades 3 to 5.
  - Article in *Pediatrics* found higher rates of special education placement for a high-risk group identified similarly as the Utah high-risk group at ages 7.5 to 9.5, ~ grades 2 to 4 (McIntyre et al., 2016)
    - Utah high-risk group data are substantially lower
- Students in the Utah risk group have rates of special education placement rates lower than the Utah low-income group
  - This supports high quality preschool for low-income students
- The school readiness bond (Pay for Success) appears partly successful in reducing the number of high-risk students in special education and clearly successful for the risk group

SY 2022-2023 Pay for Success Payout

Joe Edman
Department of Workforce Services

Investor Repayment, SY 2022-2023

Cohort 2	$0
Cohort 3	$0
Cohort 4	$257,108
Cohort 5	$257,926.90
Total	**$515,034.90**

Budget Update
as of 08/28/2023

Budget Item	SFY 2023 Final Expenditures	SFY 2024 Budget
Investor Payment	$733,287	$515,035
Expanded Seat Grant	$9,570,681	$10,060,182
Becoming High Quality	$1,234,414	$1,920,000
DWS Administration	$131,883	$150,000
Job Coach	$176,109	$188,419
Independent Evaluator	$7,768	$8,218
Total	$11,854,142	$12,841,854

Approval of Recommended Payout

- Open Board and SR Team Discussion
- Motion
- Discussion
- Public Comment
- Vote

SY 2023-2024 Updates
School Readiness Team

- Program contracts, budgets and invoices finalized
- OCC and USBE hiring new staff who will be part of the SR team
- New mentor coach
- ECERS-3 observations planned to begin in October
- Overall totals
  - BHQ
    - 17 programs
    - 64 classrooms
  - ESA
    - 23 programs
    - 1,784 eligible students, approved

Senate Bill 003
SR Team Representatives - Emma Moench and Jared Lisonbee

- **Legislative Requirement**
  During the 2024 Legislative Year, the following language was passed towards the School Readiness Initiative:

  One-step application process using academic outcomes, classroom observation tool scores, and application scores, that combines all three scores when determining all SR Initiative applications.

Application Suggestions

- Equally weigh **Narrative, Academic,** and **Observation** scores and remove the requirement of an ECERS-3 threshold score for *ESA grant*.
- **Narrative**
  - Documentation of programs meeting all elements of High-Quality Early Learning as designated by code.
    - Up to XX points.
    - Priority points will be given in the following areas:
      - Currently on grant.
- **Academic (PEEP Progress Scores)**
  - Up to XX points for:
    - Percentage of "At Risk" population at the time of application.
    - Range to threshold for both Literacy and Numeracy.
- **Observation (ECERS-3 Scores)**
  - XX points: meets minimum threshold
  - 0 points: does not meet minimum threshold

Application Suggestions

- Shift the timeline for the grant administration process forward.
  - August: Send new application guidelines to all ECE programs.
  - September-November: Create and release new RFGA.
  - November: Letter of Intent due.
  - December: SR Team determines remaining ECERS-3 observations needed.
  - January: Application opens and ECERS-3 observations begin.
  - February: Application scoring and budget review.
  - March: Finish all ECERS-3 observations and application scoring.
  - April: Bring suggestions to SR Board meeting for earlier award.

- All 2nd and 3rd Year Grantees for Becoming High-Quality will receive **unannounced** pre- and post-school year observations to allow them to include their scores in the ESA application.

Vote/Motion for Presented Scenario

- Open Board and SR Team Discussion
- Motion
- Discussion
- Public Comment
- Vote

Motion 23.05

- **Discussion and potential vote regarding the previous board decision that affects organizations applying for BHQ grants.**
  - "Those BHQ grantees that have received funding for three years of funding (consecutive or nonconsecutive) cannot apply again for the grant."

- Open Board and SR Team Discussion
- Motion
- Discussion
- Public Comment
- Vote

SY 2022-2023
Grant Report Out

School Readiness Team

Becoming High-Quality (BHQ): Scorecard Highlights

*Eligible students: economically disadvantaged + experienced at least one risk factor; or English Learners.
**Chronic absenteeism: student missing 10% or more of school, which includes excused absences, sick days, and suspension.

Grantees	Sites	Classrooms	Students Enrolled In Preschool	Eligible Students*	Students- IEP	Chronically Absent Eligible Students	Overall Chronically Absent Students**
A to Z Building Blocks	1	12	144	31%	0	26%	58%
ABC GB, WJ	1	3	42	52%	0	36%	68%
Ameris Academy	1	4	22	39%	0	0%	0%
Anderson's GB	1	2	32	44%	0	0%	0%
Beyond Sports DBA Go Beyond Kids	1	1	13	69%	0	23%	23%
Happy Zone	1	2	30	93%	0	0%	0%
Here We Grow	1	2	26	27%	0	19%	30%
Let Them Be Kids	5	5	67	28%	0	0%	0%

BHQ: Scorecard Highlights

*Eligible students: economically disadvantaged + experienced at least one risk factor; or English Learners.
**Chronic absenteeism: student missing 10% or more of school, which includes excused absences, sick days, and suspension.

Grantees	Sites	Classrooms	Students Enrolled in Preschool	Eligible Students*	Students- IEP	Chronically Absent Eligible Students	Overall Chronically Absent Students**
Lollicare DBA Just 4 Kids	4	4	45	80%	0	11%	6%
Lollipops	3	3	33	58%	3	0%	0%
MBT The Kids Connection	5	5	58	50%	0	53%	55%
Park City Tots, Inc	1	2	31	35%	0	0%	0%
Soaring Eagles Preschool	3	3	75	28%	0	0%	0%
Wayne County School District	2	2	32	34%	9	31%	12%
Wonderland Preschool & Childcare	1	1	33	64%	0	9%	14%
Total	31	51	683	N/A	12	N/A	N/A

BHQ: Scorecard Highlights

Grantees	Students assessed at End-of-Year (EOY)	Students with any score increase (growth) between Beginning-of-Year & EOY	Students assessed with growth between Mid-Year & EOY	Change in enrollment between Mid-Year & EOY
A to Z Building Blocks	144	100%	100%	1%
ABC GB, WJ	22	100%	100%	*75%
Ameris Academy	22	100%	96%	0%
Anderson's Great Beginnings	32	100%	100%	1%
Beyond Sports DBA Go Beyond Kids	7	100%	100%	8%
Happy Zone	21	100%	90%	4%
Here We Grow	11	100%	100%	26%
Let Them Be Kids	67	100%	100%	6%

BHQ: Scorecard Highlights

Grantees	Students assessed at End-of-Year (EOY)	Students with any score increase (growth) from Beginning-of-Year & EOY	Students assessed with growth between Mid-Year & EOY	Change in enrollment between Mid-Year & EOY
Lollicare DBA Just 4 Kids	18	100%	100%	32%
Lollipops	32	100%	100%	-.03%
MBT The Kids Connection	56	100%	100%	14%
Park City Tots, Inc	11	100%	100%	1%
Soaring Eagles Preschool	70	100%	100%	0%
Wayne County School District	31	100%	100%	0%
Wonderland Preschool and Child Care	33	100%	100%	25%
Total	568	N/A	N/A	N/A

SY 2022-2023 End of Year Eligible Student Benchmark Data

- Program-wide percentage of eligible students at pre-, mid-, and post-school year assessment benchmark.
- Assessment and lesson plan focus:
  - Utah Core State Standards for Early Learning Standards for Ages 3-5
- Varying curricula
  - Primary and supplementary curricula
- Varying student assessments
  - Structured script and specific materials
  - Observational process
  - Combination of scripted materials and observational format
- Purpose of pre-, mid-, and post-school year assessment data
  - Lesson planning and adaptations
  - Intentional and differentiated instruction in literacy and mathematics
  - Family engagement
  - Professional development and learning
  - Setting classroom and program-wide goals

BHQ Pre-, Mid- and Post-School Year Assessment Data

See Appendix 2

Expanded Student Access (ESA) Overview

	Grantees	Sites	Classrooms	Students Enrolled in Preschool	Students- ED*	Students- EL**	Students- ED & EL	Eligible Students	
Local Education Agencies	12	143	194	8,719	825	221	377	1,423	Eligible Students Approved by SR Board
Private Providers	10	17	36	753	218	46	169	43	2,930
Total	22	160	230	9,472	1,043	267	546	1,466	

*ED: Economically Disadvantaged + at least one Risk Factor
**EL: English Learners

ESA: LEA Scorecard Highlights

*ED: Economically Disadvantaged + at least one Risk Factor
**EL: English Learners

Grantees	Sites	Classrooms	Students Enrolled in Preschool	Eligible Students	Students- ED*	Students-EL**	Students- ED & EL
Alpine SD	33	40	3,020	158	70	54	34
Cache County SD	7	7	196	107	82	10	15
Davis SD	20	20	891	84	58	16	10
Duchesne SD	4	7	234	60	42	0	18
Iron County SD	4	6	363	70	55	2	13
Jordan SD	27	29	1,526	150	40	51	59
North Sanpete SD	3	6	206	54	41	1	12

ESA: LEA Scorecard Highlights

*ED: Economically Disadvantaged + at least one Risk Factor
**EL: English Learners

Grantees	Sites	Classrooms	Students Enrolled in Preschool	Eligible Students	Students- ED*	Students-EL**	Students- ED & EL
Sevier SD	3	7	184	70	69	0	1
Tooele SD	8	16	495	144	90.5	22	31.5
Wasatch County SD	5	10	353	115	42	17	56
Washington SD	19	31	1,067	330	191.5	37	101.5
Weber SD	10	15	184	81	44	11	26
Total	143	194	8,719	1,423	825	221	377

ESA: Private Provider Scorecard Highlights

*ED: Economically Disadvantaged + at least one Risk Factor
**EL: English Learners

Grantees	Sites	Classrooms	Students Enrolled in Preschool	Eligible Students	Students- ED*	Students-EL**	Students- ED & EL
ABC Great Beginnings, Murray	1	2	29	22	20	0	0
Children's Classic	2	6	193	54	31	6	17
Guadalupe	1	4	119	113	41	4	68
Smart Kids EL, Kearns & Redwood	1	4	45	30	7	7	13
Smart Kids, SLC	1	3	26	23	7	8	8
Smart Kids Corp, Taylorsville	1	2	31	15	4	6	5
Smart Kids, West Jordan	1	3	33	22	8	5	9
Tilley Time	1	2	80	62	40	0	22
Wee Friends	1	2	86	35	27	5	3
YMCA of Northern Utah	7	8	111	62	33	5	24
Total	17	36	753	438	218	46	169

ESA: LEA Scorecard Highlights

Grantees	Students with any score increase (growth) from Beginning-of-Year & EOY	Students assessed with growth between Mid-Year & EOY	Change in enrollment between Mid-Year & EOY
Alpine SD	99%	97%	0%
Cache County SD	100%	100%	3%
Davis SD	99%	94%	1%
Duchesne SD	100%	100%	24%
Iron County SD	100%	100%	6%
Jordan SD	100%	100%	9%
North Sanpete SD	97%	97%	3%

ESA: LEA Scorecard Highlights

Grantees	Students with any score increase (growth) from Beginning-of-Year & EOY	Students assessed with growth between Mid-Year & EOY	Change in enrollment between Mid-Year & EOY
Sevier SD	100%	99%	1%
Tooele SD	99%	99%	-10%
Wasatch County SD	100%	100%	3%
Washington SD	99%	99%	9%
Weber SD	*N/D	93%	0%

ESA: Private Provider Scorecard Highlights

Grantees	Students with any score increase (growth) from Beginning-of-Year & EOY	Students assessed with growth between Mid-Year & EOY	Change in enrollment between Mid-Year & EOY
ABC Great Beginnings, Murray	100%	100%	0%
Children's Classic	100%	100%	7.5%
Guadalupe	100%	100%	-5%
Smart Kids EL, Kearns & Redwood	96%	96%	17%
Smart Kids, SLC	100%	95%	16%
Smart Kids Corp, Taylorsville	100%	95%	5%
Smart Kids, West Jordan	100%	100%	13%
Tilley Time	100%	100%	0%
Wee Friends	100%	100%	4%
YMCA of Northern Utah	100%	100%	9%

ECERS-3 Data Analysis
SY 2022-2023

ECERS-3 Analysis

Overall	2022	2023
Overall ECERS-3 Score	4.13	4.34
Language & Literacy	4.35	4.61
Interaction	4.87	4.95

Expanded Student Access (All current grantees)	2022	2023
Overall ECERS-3 Score	4.58	4.68
Language & Literacy	4.76	5.00
Interaction	5.27	5.32

Becoming High Quality	Beginning of Year	End of Year
Overall ECERS-3 Score	3.33	3.78
Language & Literacy	3.56	3.99
Interaction	4.15	4.26

ECERS-3 Data Analysis, SY 2022-2023

Returning ESA Programs:
10 programs decreased and 13 programs increased in **Overall ECERS-3 scores.**
  Average decrease for **decreasing** group = -.22
  Average increase for **increasing** group = .39
Seven Programs decreased and 16 programs increased in **Language and Literacy**
  Average **decrease** = -.42
  Average **increase** = .63
13 programs decreased and 10 programs increased in **Interaction scores.**
  Average **decrease** = -.38
  Average **increase** = .65
Becoming High Quality Programs*:
Three programs decreased and 11 programs increased across the year in **Overall ECERS-3 scores.**
  Average **decrease** = -.77
  Average **increase** = .79
Four programs decreased and 10 programs increased across the year on the **Language and Literacy scores.**
  Average **decrease** = -.79.
  Average **increase** = .91
Six programs decreased and 8 programs increased on the **Interaction scores.**
  Average **decrease** = -1.15
  Average **increase** = 1.05
*One BHQ program used the end-of-year ECERS-3 scores from the previous year instead of beginning-of-year scores from the same year.

Longitudinal PEEP Progress Score Analysis

	SY21	SY22	SY23
Literacy Average Progress Score **ESA**	106.8	106.0	113.6
Literacy Average Progress Score **BHQ**	87.1	93.4	98.4
Numeracy Average Progress Score **ESA**	104.5	104.5	108.4
Numeracy Average Progress Score **BHQ**	104.8	101.2	99.6
% **ESA** Programs Meeting Progress Score Expectations: **Literacy**	68.8%	70.6%	76.2%
% **BHQ** Programs Meeting Progress Score Expectations: **Literacy**	*Insufficient data	25.0%	35.7%
% **ESA** Programs Meeting Progress Score Expectation: **Numeracy**	68.8%	64.7%	71.4%
% **BHQ** Programs Meeting Progress Score Expectation: **Numeracy**	*insufficient data	25.0%	35.7%

NOTE: PEEP Progress Score Threshold is set at 103
*Analysis is for current grantees only. BHQ grant is limited to 3 years, so too few current programs have data reported from the SY21 to conduct analyses.

School Readiness
Mentor Coach SY23 Updates

Samantha Mafua and Paul Mueller

	2022-2023		2023-2024
Becoming High Quality coaching meetings	21 coaches/15 programs 117 hour long coaching calls		26 coaches/17 programs
Action Planning Goals Out of 189	**PLC (Elements of Quality)**	**E-3 goals**	
	Partially implemented: 34 *Fully implemented*: 64	*Partially implemented*: 28 *Fully implemented*: 63	

2022-2023

Elements of Quality	Number of Hours
Family engagement	341.5
Inclusive classrooms	714
Administering testing/data analysis	444
Lesson Planning	434
Teacher Professional Development	523.5
Observations	695
Coaching Teachers	2221
Personal Professional Development	795
Total	**6167**

BHQ Coaching Log Data
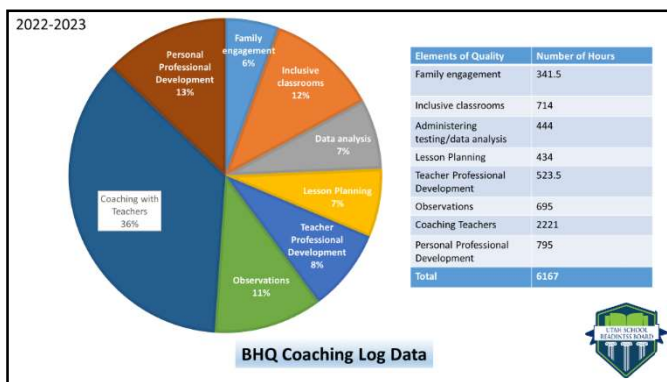
BHQ Required Program Benchmarks

Elements of Quality (In place out of 6 programs)	Pre	Mid	Post
1. An Evidence-based curriculum	3	6	10
2. Staff PD	5	6	8
3. Pre-, mid- and post assessments	3	5	9
4. PEEP	9	11	13
5. Program evaluation and data collection	2	2	7
6. Family engagement	7	9	14
7. A kindergarten transition plan	1	2	8
Private Provider (In place out of 15 programs)			
8. By the teachers second year, a minimum of a CDA or higher degree	0	1	1
LEA (In place out of 1 programs)			
9. A class size of 20, 1:10 ratio	1	1	1
10. Minimum of a CDA or higher degree	0	0	0

BHQ Mentor Coaching Survey Results
2022-2023

How often do you coach teachers?

How familiar are you with the Elements of Quality?
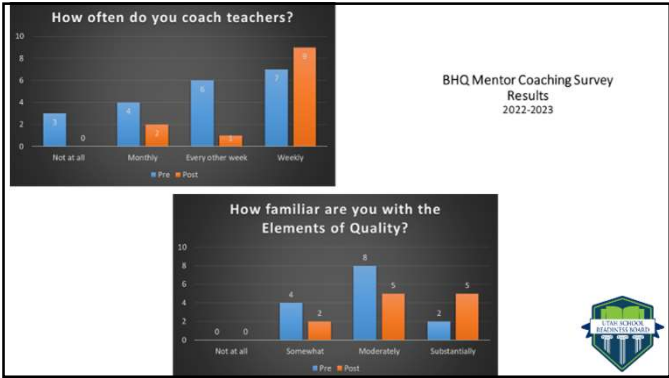
	2022-2023	**2023-2024**
Expansion coaching calls	161 one hour coaching calls	
Participation in coaching calls	**Monthly one hour calls:**	
	20 Districts/Programs 19 Coaches	9 Districts/Programs 13 Coaches
	Quarterly calls:	
	9 Districts/Programs 12 Coaches	14 Districts/Programs 32 Coaches
Coaching PLC's offered	9 live virtual	
Participation in PLC	21 Districts/Programs 27 Coaches	19 Districts/Programs 19 Coaches
Coaching Competency Goals Out of 17	*Partially implemented:* **10** *Fully implemented:* **7**	

Other Business

Appendix 1

Pay for Success: tables with data for each cohort for each project year

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Funded by UW: Pay for Success 2023 – Cohort 1 All Years, Completed 20/21

		Cohort 1 14/15	Cohort 1 15/16	Cohort 1 16/17	Cohort 1 17/18	Cohort 1 18/19	Cohort 1 19/20	Cohort 1 20/21
	Expected Grade	K	1st	2nd	3rd	4th	5th	6th
	# in Cohort	385	385	385	385	385	385	385
	Unable to find	10 (1*)	18 (4)	23 (5)	34 (12)	42 (14)	42 (14)	47 (15)
	Total found	375	367	362	351	343	343	338
Risk	# Risk group	266	261	257	250	244	244	240
Risk	# Risk group in special ed	4	9	13	25	32	32	33
Risk	% Risk in special ed	1.5%	3.4%	5.1%	10%	13.1%	13.1%	13.8%
High-Risk	# High-Risk group	109	106	105	101	99	99	98
High-Risk	# High-Risk group in special ed	1	5	9	20	21	24	21
High-Risk	Payout group	108	101	96	81	78	75	77
High-Risk	% High-Risk in special ed	0.9%	4.7%	8.6%	19.8%	21.2%	24.2%	21.4%

* Indicates missing from high-risk group

Pay for Success 2023 – Cohort 2 All Years, Completed 21/22

		Cohort 2 15/16	Cohort 2 16/17	Cohort 2 17/18	Cohort 2 18/19	Cohort 2 19/20	Cohort 2 20/21	Cohort 2 21/22
	8585							
	Expected Grade	K	1st	2nd	3rd	4th	5th	6th
	# in Cohort	494	494	494	494	494	494	494
	Unable to find	15 (3*)	23 (6)	32 (7)	39 (8)	51 (11)	57 (13)	62 (16)
	Total found	479	471	462	455	443	437	432
Risk	# Risk group	359	354	346	340	332	328	326
Risk	# Risk group in special ed	6	15	27	34	37	40	39
Risk	%Risk group in special ed	1.7%	4.2%	7.8%	10.0%	11.1%	12.2%	12.0%
High-Risk	# High-Risk group	120	117	116	115	111	109	106
High-Risk	# High-Risk group in special ed	8	11	16	19	19	20	21
High-Risk	Payout group	112	106	100	96	92	89	85
High-Risk	% High-Risk in special education	6.7%	9.4%	13.8%	16.5%	17.1%	18.3%	19.8%

* Indicates missing from high-risk group

Pay for Success 2023 – Cohort 3 All Years, Completed 22/23

		Cohort 3 16/17	Cohort 3 17/18	Cohort 3 18/19	Cohort 3 19/20	Cohort 3 20/21	Cohort 3 21/22	Cohort 3 22/23
	Expected Grade	K	1st	2nd	3rd	4th	5th	6th
	# in Cohort	501	496*	496	496	496	496	496
	Unable to find	11 (3*, 5**)	23 (8)	40 (15)	51 (15)	62 (16)	65 (17)	71 (21)
	Total found	485	473	456	445	434	431	425
Risk	# Risk group	369	362	352	341	331	329	327
	# Risk group in special ed	8	16	26	34	36	35	34
	% Risk group in special ed	2.2%	4.4%	7.4%	10.0%	10.9%	10.6%	10.4%
High-Risk	# High-Risk group	116	111	104	104	103	102	98
	# High-Risk group in special ed	3	6	10	15	16	18	16
	Payout group	113	105	94	89	87	84	82
	% High-Risk in special education	2.6%	5.4%	9.6%	14.4%	15.5%	17.6%	16.3%

* Indicates missing from high-risk group   ** 5 S's moved to Cohort 4

Pay for Success 2023 – Cohort 4 All Years

		Cohort 4 17/18	Cohort 4 18/19	Cohort 4 19/20	Cohort 4 20/21	Cohort 4 21/22	Cohort 4 22/23
	Expected Grade	K	1st	2nd	3rd	4th	5th
	# in Cohort	665 (660+5)	665	665	665	665	665
	Unable to find	24 (3*)	43 (5)	50 (10)	60 (12)	76 (15)	87 (21)
	Total found	641	622	615	605	589	578
Risk	# Risk group	515	498	496	488	475	470
	# Risk group in special ed	10	28	43	57	63	72
	% Risk group in special ed	1.9%	5.6%	8.7%	11.7%	13.3%	15.4%
High-Risk	# High-Risk group	126	124	119	117	114	108
	# High-Risk group in special ed	4	9	11	19	26	23
	Payout group	122	115	108	98	88	85
	% High-Risk in special ed	3.2%	7.3%	9.2%	16.2%	22.8%	21.3%

* Indicates missing from high-risk group

Pay for Success 2023 – Cohort 5 all years

		Cohort 5 18/19	Cohort 5 19/20	Cohort 5 20/21	Cohort 5 21/22	Cohort 5 21/22
	Expected Grade	K	1st	2nd	3rd	4th
	# in Cohort	641	641	641	641	641
	Unable to find	29** (8*)	40 (13)	49 (15)	60 (21)	69 (27)
	Total found	612	601	592	581	572
Risk	# Risk group	486	480	473	468	465
	# Risk group in special ed	14	20	38	57	67
	% Risk in special ed	2.9%	4.2%	8.0%	12.2%	14.4%
High-Risk	# High-Risk group	126	121	119	113	107
	#High-Risk group in special ed	4	6	10	17	25
	Payout group	122	115	109	96	82
	% High-Risk in special ed	3.2%	5.0%	8.4%	18.0%	23.4%

Indicates missing from high-risk group   ** 5 children removed due to preschool SpEd services

Appendix 2

Becoming High-Quality Grantee SY23 Program-Wide 4-Year-old Eligible
Student Pre-, Mid-, and Post-Assessment Data.

*Each grantee chooses their internal assessments, so comparisons in student growth/meeting benchmarks across
grantee/program assessments is not recommended.*

A to Z Building Blocks
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data
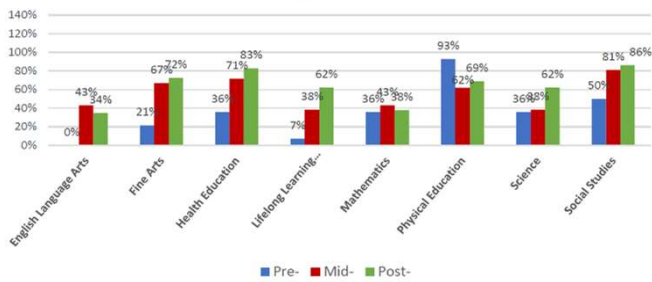
ABC Great Beginnings, West Jordan
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Ameris Academy

Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Anderson Great Beginnings

Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Beyond Sports DBA Go Beyond Kids

Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Happy Zone Childcare
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Here We Grow
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Let Them Be Kids
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Lollicare DBA Just 4 Kids
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Lollipops
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

MBT The Kids Connection
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Park City Tots
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Soaring Eagles
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Wayne School District
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data

Wonderland Preschool
Program-Wide 4-Year-old Eligible Student Pre-, Mid-, and Post-Assessment Data